



Developing a culture-based Indonesian language for academic purposes textbook for non-native speakers

Kastam Syamsi^{1*}, Darmiyati Zuchdi¹, Ari Kusmiatun¹,
Widyastuti Purbani¹, Aletah Harun²

¹Universitas Negeri Yogyakarta, Indonesia, ²Yala Rajabath University, Thailand

*Corresponding Author: kastam@uny.ac.id

ABSTRACT

Language and culture could not be learned and taught separately. A learning material based on culture becomes an essential consideration for a meaningful instructional process. This study aims to develop a culture-based textbook for academic purposes using a model of teaching language and culture. This model includes linguistic knowledge, linguistic awareness, cultural awareness, and cultural experience. The first step (need assessment) concerning the need to develop a culture-based textbook was done in the previous study by Zuchdi and Nurhadi (2019), while the level of students' language competence and their cultural interest was done at the beginning of this study. The development process involved defining objectives, identifying cultural topics, creating instructional materials and media, designing content layouts and graphics, conducting internal and external reviews, product validation through trial, and generating the final draft. Based on the survey, most respondents were at the proficiency levels of 3 and 4 in their Indonesian language competence, guiding the development of the textbook for those levels. The respondents were students enrolled in the Indonesian language program at Ahmad Dahlan University in Yogyakarta. The data were collected through a pretest-posttest design and instructor's reflection. The pretest scores were analyzed by comparing them to the post-test scores, focusing on the distribution across categories. Notably, while almost half of the pretest scores fell into the low and medium categories, all post-test scores were in the high category, demonstrating a significant improvement. The instructor's reflection also indicated that students were actively engaged in studying using the textbook. It can be concluded that the culture-based Indonesian language textbook for academic purposes is influential in teaching and learning Indonesian as a foreign language.

Keywords: culture-based textbook, non-native speaker, academic purpose

Article history

Received:

19 July 2023

Revised:

15 November 2023

Accepted:

9 January 2023

Published:

28 February 2024

Citation (APA Style): Syamsi, K., Zuchdi, D., Kusmiatun, A., Purbani, W., Harun A. (2024). Developing a culture-based Indonesian language textbook for non-native speakers for academic purposes. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 43(1), 115-126. DOI: <https://doi.org/10.21831/cp.v43i1.60321>

INTRODUCTION

Indonesian language is originally developed from Malay language. The national language of some Southeast Asian countries is also developed from Malay language, those countries include Malaysia, Singapore, Filipina, Thailand, and Brunei Darussalam. In fact, Indonesian/Malay is the fourth most spoken language in the world. People in South Thailand also use Malay as a lingua franca and media of education in some schools. That is why there were predictions that Indonesian's widespread use and adaptability as noted in the past could make it an international language.

Recently, the long-held aspiration of seeing Indonesian as an international language seems closer to fruition. In April 2020, on the 7th-9th, the Indonesian Professors' Forum held an International Seminar in Pekanbaru, Riau, Indonesia. The main speakers were from Indonesia,

Malaysia, South Korea, Brunei Darussalam, Thailand, and Germany. The proposed focus of the meeting was on elevating Indonesian to an international language.

As of the publication of this article, the aspiration to establish Indonesian as an international language has taken a major step forward. This significant advancement is marked by its designation as one of the official languages in the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The decision, enshrined in Resolution 42 C/28, was unanimously adopted during the Plenary Session of the 42nd UNESCO General Conference on November 20, 2023, at UNESCO Headquarters in Paris, France. Indonesian now stands as the 10th language officially recognized in the UNESCO General Conference, joining the six official languages of the United Nations (English, Arabic, Mandarin, French, Spanish, and Russian), as well as Hindi, Italian, and Portuguese. With this designation, Indonesian can be used as a working language during sessions, and documents of the General Conference, translated into Indonesian, will be readily available.

The Indonesian language learning program for foreign speakers is one of the national strategic steps to improve the function of Indonesian as an international language in a gradual, systematic, and sustainable way as mandated in Law No. 24 of 2009, Article 44 paragraph 1. This commitment is further enshrined in Government Regulation Number 57 of 2014 Article 11 (1.b), which specifically calls for initiatives to strengthen the function of Indonesian as an international language. In the House of Representatives Commission X meeting, the Minister of Education and Culture declared that preparing Indonesian to be the lingua franca in Southeast Asia becomes one of the key national objectives (Afifa, 2020)

Indonesian language acquisition for foreign speakers is witnessing a remarkable surge. In Indonesia, there are approximately no less than 45 institutions that teach Indonesian to foreign speakers, in both universities and non-formal education institutions. Indonesian has also been taught in no less than 300 institutions across 52 countries, consisting of universities, foreign cultural centers, Indonesian Embassies, and language centers (Kemdikbudristek, 2023). Thailand ranks among the leading countries with numerous institutions offering Indonesian language learning program.

The motivations of students learning Indonesian are diverse, with academic pursuits being a prominent purpose. This necessitates the urgent development of dedicated teaching and learning materials for academic purposes, as emphasized by PP No. 57 of 2014, article 20 (1), "foreign students must have Indonesian language skills according to the required standards". However, for students with academic goals, mere general Indonesian proficiency is insufficient.

Unfortunately, the rise in students' interest in studying Indonesian for academic purposes outpaces the availability of teaching materials. Many institutions have not yet developed resources tailored to these students' needs. Even if there is teaching material, cultural elements have not yet become the basis of the material. Even when teaching materials exist, they often neglect the fundamental role of cultural elements, considering that language learning and culture cannot be separated. As Guirdham (2005, p. 46) emphasized, "Culture is about shared meanings. Meanings are produced and exchanged through language, which is the medium through which we 'make sense' of things. Meaning can only be shared through language." Since a language cannot be learned and discussed separately from culture to be meaningful, a learning material based on culture should be developed and validated. A previous study by Zuchdi and Nurhadi (2019) revealed that existing Indonesian language programs in five Yogyakarta universities lacked an integrated cultural foundation, particularly in learning materials and teaching models. Developing a culture-based textbook is therefore necessary to fulfill the needs of the students. Indonesia is a multicultural nation that possesses diverse cultural icons. Among them, the Borobudur Temple, Komodo National Park, and the Saman Dance have been inscribed as UNESCO World Heritage Sites. By integrating cultural elements into the curriculum, learning Indonesian will be an engaging and meaningful experience.

Based on the described background of the study, three objectives of the research are pursued to describe the competence level of spoken language (speaking and listening) and written language (reading and writing) and the cultural aspects required by Indonesian for academic

purposes students, to develop a culture-based Indonesian for academic purposes textbook, and to find out the effectiveness of the research product.

The product of this research is in the form of a culture-based Indonesian language teaching material for academic purposes. Designed as a workbook for foreign learners, it offers some specified features. It incorporates various fascinating topics about Indonesian culture: arts, food, clothes, crafts, tourism, agriculture, education, religion, and cultural ceremonies. The model develops four essential competencies of culture-based foreign language teaching and learning: language skills, language awareness, cultural awareness, and cultural experience. It integrates listening, speaking, reading, writing, vocabulary, and structure, suitable for foreign students who want to study in Indonesian universities. It focuses on the development of Indonesian language competencies for university students, such as scientific paper writing, discussions, and presentations. It is enriched by various interesting videos and photos about Indonesian culture as learning resources. Finally, it is designed for level 3-4 (intermediate) students of Indonesian for academic purposes.

Recognizing the importance of culture in foreign language learning, Kramersch (2013) builds upon the earlier work of Lam (2009) and Pennycook (2010) to categorize the relationship between culture and language into four distinct categories: language shaping interest in or identification with culture, language embodying aspiration with a multinational culture of modernity, progress, and prosperity, language being a means of communication with the global culture of entrepreneurial and cosmopolitan individuals, and language manifesting culture in travel, worldliness, or entertainment. Kramersch (2013) further expands this analysis by proposing two distinct approaches to perceiving culture in language learning: the modernist and postmodernist approaches. Figure 1 depicts how these contrasting perspectives shape the integration of cultural elements in language learning.

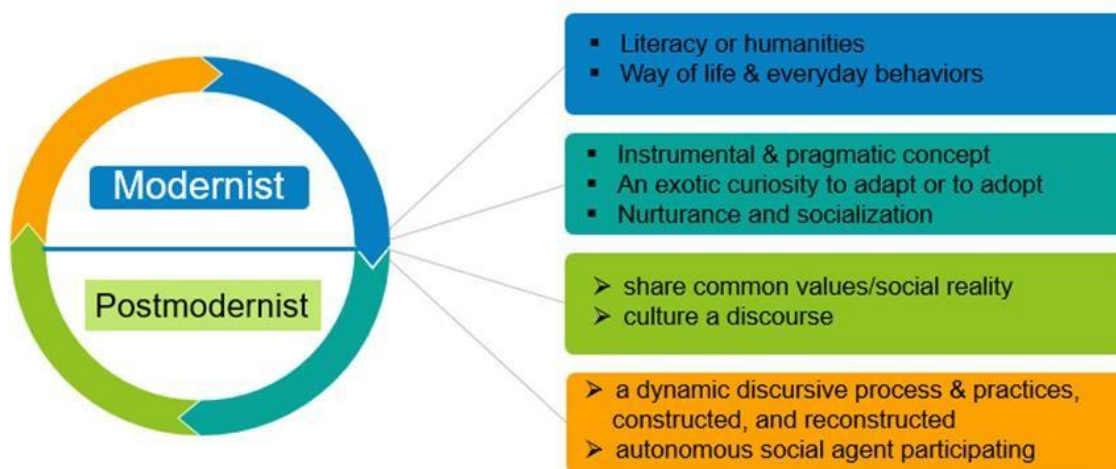


Figure 1. Culture in Language Learning (Kramersch, 2013, p. 64)

Dervin (2015) adds another layer to the understanding of culture in language learning. He proposed a reconceptualization of culture and identity. In his view, culture is not only seen as an object discussed in teaching materials but also as a representation of society. This societal context shapes the attributes that underpin cultural identity, including ethnicity. Chen (2006, p. 12) further expands on this notion by suggesting that cultural identity encompasses concepts such as personal, sexual, national, social, and ethnic identities.

Diverse perspectives on culture in language learning spark interesting discussions. The discussion of the extent to which culture will be involved in the instructional materials such as textbooks and students' workbooks needs careful consideration. Having discussed culture from various perspectives and disciplines, it can be re-postulated that culture occupies the second most significant position in textbooks, following the language itself. Even when language and culture have equal importance, their roles and functions differ. Byram and Phipps' (2002) notion of

context and culture offers a straightforward framework for representing and acknowledging the role of culture in language learning. Context encapsulates the complex cultural dimension inherently linked to the language students are learning. Building upon this framework, Holme's (2003) approach provides a valuable lens for discussing culture in textbooks. He proposes a range of perspectives on how language teachers can incorporate culture into their teaching, including representation within textbooks: the communicative view (cultural content is marginal to successful language learning); the classical curriculum view (language and culture are acquired through dynamic interaction, each being essential for fully understanding the other); the instrumental or culture-free-language view (language and culture shape and interpret each other); the deconstructionist view (language and culture shape and interpenetrate each other following the relativist theory of language and meaning); and the competence view (following the cognitivist theory, explores how conceptual structures underlying abstract and grammatical meaning can be culturally constructed).

Based on the entire discussion, it can be concluded that culture can be taught through the teaching and learning process with textbooks as the vehicles. Through their integration into the teaching and learning process, textbooks can bridge the gap between generations. In the Indonesian context, Indonesian ideologies such as religiosity, humanism, pluralism, democracy, and social justice can be integrated into a textbook (Setyono & Widodo, 2019).

METHOD

This study developed a culture-based textbook for academic purposes, drawing on Byram and Esarte-Sarries' (1991) model of teaching language and culture. This model emphasizes four key areas: language knowledge, language awareness, cultural awareness, and cultural experience. Following a Research and Development methodology, the project built upon prior work. A previous study by Zuchdi and Nurhadi (2019) established the need assessment step concerning a culture-based textbook, while students' language proficiency and cultural interest were assessed at the beginning of the study. The development process involved several steps: defining objectives, identifying cultural topics, developing materials and media, content layout and graphic design, internal and external review, conducting a try-out for product validation, and developing a final draft. A small-scale, quasi-experimental try-out was conducted at one university due to the COVID-19 pandemic, while a large-scale try-out across Indonesia and Thailand is planned for a future study. The small-scale try-out involved Chinese and Korean students studying Indonesian at Ahmad Dahlan University, Yogyakarta. The data were collected through pre-tests and post-tests as well as instructors' observations and reflections. They were then analyzed by examining the score changes alongside the instructors' testimonies.

FINDING AND DISCUSSION

Finding

The Indonesian language competence and interest toward culture

A survey on Indonesian language competence was conducted to find the level of competence appropriate to foreign students in learning Indonesian for academic purposes, and the interesting aspects of Indonesian culture based on their opinions. The respondents were 24 international bachelor's and master's students from diverse backgrounds at Yogyakarta State University. These students are originally from Burundi, China, Gambia, Cambodia, Rwanda, Thailand, Vietnam, and Laos. In terms of their academic programs, 62.5% were enrolled in undergraduate programs (S1), while 37.5% were pursuing master's degrees (S2). Their experience with learning the Indonesian language varied, ranging from 1 to 48 months of study, both in their home countries and in Indonesia.

Table 1 reveals that the majority of respondents, representing 66.7%, fall within the third and fourth proficiency levels. This result informed the development of the culture-based BIPA textbook to specifically target these intermediate-to-advanced learners (levels 3-4).

Table 2 presents the respondents' preferences for various aspects of Indonesian culture: mosques were the most familiar or frequented place of worship, followed by traditional dance as

the preferred art form. Sate emerged as the most popular cuisine, while batik garnered the most favor as a clothing style. Beaches were identified as the most visited tourist destination, and wedding ceremonies stood out as the most frequently attended traditional event. Drawing upon these findings, the six cultural aspects were incorporated as the units within the textbook developed for this study.

Table 1. The level of Indonesian language competence

Level	Indicator	Frequency	Percentage
5	Understand spoken and written Indonesian and be able to communicate in Indonesian fluently with the same accuracy of meaning as a native speaker	2	8.3%
4	Understand long and complicated written texts in a specific field and be able to express an idea spontaneously and fluently	7	29.2%
3	Understand spoken language and written text both in concrete and abstract topics for several purposes and be able to communicate in detail for a specific purpose	9	37.5%
2	Understand simple spoken language and written text and be able to communicate for limited purposes	4	18.75%
1	Understand simple spoken language for everyday life and be able to partake in a simple conversation	2	8.3%
Total		24	100%

Table 2. Interest toward Indonesian culture

No.	Aspect of Indonesian Culture	Kind of Cultural Aspect	Respondent Preference (The third highest)
1.	Places of worship known or visited	Mosque	70.8%
		Church	45.8%
		Temple	37.5%
2.	Indonesian Arts interested in	Traditional	79.2%
		Dance Gamelan	58.3%
		Wayang	37.5%
3.	Indonesian Food liked the most	Sate	62.5%
		Bakso	41.7%
		Gado-Gado	25%
4.	Indonesian arts interested in	Batik	100%
		Sarung Songket	20.8%
		Kebaya	25%
5.	Tourist Object attended frequently	Beach	91.7%
		Mountain	83.3%
		Forest	62.5%
6.	Tradition Ceremony attended frequently	Wedding Ceremony	58.3%
		Idul Fitri Ceremony	54.2%
		Sekaten	33.3%

A culture-based Indonesian language textbook for academic purposes

This culture-based Indonesian language textbook was written as a workbook for BIPA 3 and BIPA 4. It draws directly from the results of the needs analysis conducted among foreign learners in Indonesian educational institutions. This book contains some contents from various cultures in Indonesia, presented in ten units with the following topics: Indonesian Art, Indonesian Food, Indonesia Clothing, Indonesian Crafts, Indonesian Healthcare, Indonesian Tourism,

Agriculture in Indonesia, Education in Indonesia, Religious Activities in Indonesia, and Wedding Ceremony in Indonesia.

Each unit unfolds in a consistent format, featuring four dedicated sections: Language Skills, Language Awareness, Cultural Awareness, and Cultural Experiences. The first section, Language Skills, contains some materials and language learning activities to develop students' listening, speaking, reading, and writing skills. These activities are supported by practice exercises in various contexts. In addition, the unit introduces key vocabulary relevant to the cultural themes to expand students' language repertoire.

The Language Awareness section focuses on building a comprehensive understanding of Indonesian grammar. The materials presented in each unit systematically expose learners to a range of grammatical concepts, including phrases, tenses, affixes, sentence types (single, compound, and complex), conjunctions (coordinative and subordinative), and active voice usage. The unit also offers various practice exercises such as identifying words with affixes within texts, constructing sentences from affixes, and identifying types of sentences. Through engagement with the materials and exercises, students will progressively develop an understanding of Indonesian grammatical principles.

The third section, Cultural Awareness, relates the language learning to the diverse cultures in Indonesia. Students actively engage in comparing and contrasting activities, identifying both similarities and differences between Indonesian traditions and their own cultural backgrounds. This contrasting approach leverages pre-existing cultural knowledge as a stepping stone to a deeper comprehension of cultural diversity in Indonesia. The chosen topics encompass elements like traditional dances, unique cuisine, traditional clothing, handicrafts, healthcare practices, tourism destinations, organic agriculture, educational systems, college enrolment systems, Islamic boarding school education institutions, and wedding ceremonies.

The last section, Cultural Experiences, bridges theory and practice exploring both social culture and academic culture in Indonesia. The aspect of social culture provides direct experiences related to the topics discussed. Students actively engage in hands-on experiences, venturing out to sites related to the topics. For instance, Unit 7 on Agriculture immerses them in tours of farms and plantations, where they conduct interviews with officers to learn planting and gardening techniques. Similarly, Unit 2 on Indonesian Food invites students to cook traditional dishes and capture the process on video. Through observation, interviews, and active participation, students gain a firsthand understanding of the diverse cultural facets of Indonesia. The academic culture aspect provides ample opportunity for students to hone their skills in writing academic papers. Through a writing process approach, they are actively involved in the process of developing important skills necessary for an aspiring scholar.

Table 3. Pretest score, time allocation, and length of study

No.	Name	Length of Study		Scores	Time Allocation
		In China	In Indonesia		
1.	Liu Sian	18 Months	14 months	82.5/high	25 minutes
2.	Tan Jungnin	18 months	14 months	75/high	24 minutes
3.	Huang Gipei	24 months	12 months	62.5/high	30 minutes
4.	Huang Jingqi	24 months	14 months	57.5/medium	35 minutes
5.	Nong Zhun Zhen	24 months	14 months	27.5/low	25 minutes
6.	Yangsidei	24 months	15 months	30/low	28 minutes
7.	Lee Hien	12 months	12 months	90/high	30 minutes
8.	Seo Jeong Kim	12 months	11 months	55/medium	20 minutes

No.	Name	Length of Study		Scores	Time Allocation
		In China	In Indonesia		
9	Oh Eun Hee	12 months	24 months	30/low	30 minutes
10	Jo Ui Jin	6 months	8 months	85/high	30 minutes
11	Lee Dong Jun	6 months	9 months	15/low	25 minutes
12	Lee Hyein	6 months	8 months	30/low	27 minutes
Total score				640	
Mean score				53.3	

Table 4. Post test score & time allocation and length of study

No	Name	Length of Study		Scores	Time Allocation
		In Cina	In Indonesia		
1.	Liu Sian	18 months	14 months	65/high	13 minutes
2.	Tan Jungnin	18 months	14 months	65/high	30 minutes
3.	Huang Guipei	24 months	12 months	60/high	25 minutes
4	Huang Jingqi	24 months	14 months	60/high	30 minutes
5	Nong Zhun Zhen	24 months	14 months	65/high	13 minutes
6	Yangsidi	24 months	15 months	65/high	36 minutes
7	Lee Hien	12 months	12 months	70/high	30 minutes
8	Seo Jeong Kim	12 months	11 months	55/high	25 minutes
9	Oh Eun Hee	12 months	24 months	70/high	14 minutes
10	Jo Ui Jin	6 months	8 months	65/high	28 minutes
11	Lee Dong Jun	6 months	9 months	70/high	14 minutes
12	Lee Hyein	6 months	8 months	70/high	30 minutes
(Total score)				780	
Mean score				65	

Following the first stage of textbook development, the team conducted an internal validation review. Subsequent cross-review of the results of the development by the research team led to several adjustments based on their findings and discussions.

External content validation was conducted by two BIPA experts and lecturers acting as external reviewers, Dr. Gatut Susanto, M.M., M.Pd. (State University of Malang) and Drs. Suharsono, M.Hum. (Gadjah Mada University). Their evaluation focused on the material's suitability and clarity of the presentation. The validation results showed that the textbook is suitable for use with some suggestions for improvement. Subsequently, an experiment at Achmad Dahlan University assessed the textbook's construct validity (learning effectiveness) for foreign students. The results confirmed its efficacy in facilitating Indonesian language learning. A detailed account of the expert validation results is presented in Appendix 2.

To assess the validity of the developed product, a pretest-post-test experimental design was implemented. Twelve students participated in the experiment, six from China and six from Korea. Their prior Indonesian language experience, including both studies in their own countries and time spent in Indonesia, is detailed alongside their pretest scores in Table 3.

Pre-test scores classified the participants into three categories based on a 0-90 scale: Low (0-30), Medium (31-60), and High (61-90). Five students fell into the Low category, two into the Medium, and five into the High category. Notably, the post-test revealed a shift, with all twelve participants attaining the High category. The instructor also reported enthusiastic engagement with the textbook by the students. These results suggest that the *Culture-based Indonesian Language for Academic Purposes* textbook proved effective in significantly improving the participants' Indonesian language skills when used as a media of instruction.

Discussion

The findings of this study support Byram's model of integrating language and culture in teaching (Zuchdi & Nurhadi, 2019). The model emphasizes four key elements: language skills, language awareness, cultural awareness, and cultural experiences. These elements cultivate student engagement and enjoyment, which research has identified as crucial for effective instruction. The instructor's positive reflections following the experiment with the developed textbook serve as further evidence of this model's potential.

The study's findings also resonate with various theoretical perspectives on language and culture in education. Liddicoat's (2004) principles of intercultural language teaching and Morgan and Cain's (2000) emphasis on the interconnectedness of foreign language and culture learning, both support the notion that effective and meaningful language acquisition necessitates an integrated approach. Similarly, Nurlina et al.'s (2018) suggestions for enhancing cultural aspects in Indonesian language instruction align with the culture-based textbook developed in this research, hence aiming to support students' language skill development through immersion in cultural understanding.

There are a number of studies that investigated Indonesian language, culture, and developing textbooks from various perspectives such as policy, genre, history, politics, and teaching and learning system. Most of those previous studies have shown their main focus of interest in the direct objects for instance language, culture, and textbooks. Unfortunately, how foreign speakers of Indonesian use and learn textbooks developed based on culture are scantily exposed and insufficiently portrayed.

A number of studies have investigated Indonesian language, culture, and textbook development through various perspectives, including policy, genre, history, politics, and teaching and learning systems. While these studies offer valuable insights, the majority of these studies prioritize a direct object-focused approach, primarily analyzing language, culture, and textbooks themselves. Scant attention has been paid to how foreign speakers interact with and learn from the cultural aspects of the Indonesian language learning textbooks.

While existing studies have explored various themes related to Indonesian language, culture, and textbook development, few researchers have investigated how foreign speakers actually utilize the textbook in their learning process. For instance, Murtianis, Andayani, and Rohmadi (2019) examined the challenges faced by foreign Indonesian speakers, but primarily from a conceptual or general perspective. Similarly, Nurlina et al.'s (2018) Javanese culture-based textbook, despite its focus on cultural integration through elements like transportation, food, and art, lacks sufficient exploration of how learners engage with and learn from these cultural components within the textbook materials. This research aims to address this gap by specifically focusing on the learning processes and strategies employed by foreign speakers engaging with culture-based Indonesian language textbooks.

Similar to the current study, Nurlina et al. (2018) examined the intersection of TISOL (Teaching Indonesian to Speakers of Other Languages) and culture in their research. Their investigation primarily focused on teacher preparedness and cultural integration at a conceptual level, addressing teacher challenges and advocating for the inclusion of local perspectives in material design. Likewise, Saddhono (2016) conducted research exploring the correlation between the integration of Javanese cultural elements in BIPA teaching materials and the effectiveness of these materials in promoting language learning. He argued for the critical need for both developing culturally grounded materials and ensuring Indonesian people's preparedness for global competition. This, in his view, necessitates preserving the Indonesian language and its

diverse cultural heritage. His study, conducted within the BIPA program across 12 Indonesian universities and institutions, led to recommendations to further enhance the integration of culture in teaching and learning Indonesian, therefore supporting the development of language skills in foreign learners.

Unlike the previous studies, Firdaus (2013) adopted an interdisciplinary approach to examine the broader context of Indonesian language studies in Australia. He examined the complex interplay between politicians, policymakers, lobbyists, academics, and parents, highlighting their diverse roles in shaping contemporary Asian language education. Recognizing the crucial role of teachers in this landscape, Firdaus emphasized the need for continuous improvement and professional development. He proposed that teachers broaden their frame of reference by exploring innovative teaching methods, engaging with diverse learning materials, and collaborating with colleagues across disciplines. This, he argued, would not only counter the prevalent perception of “language educators occupying middle or lower academic ranks...” (Firdaus, 2013, p. 27) but also showcase their vital contribution in fostering a dynamic and effective language learning environment.

While Firdaus's (2013) research focuses on broader societal influences on language education, his emphasis on teacher quality resonates with our goal to elevate Indonesian language teaching through innovative learning materials. The current culture-based textbook development project addresses his call for broadened teacher frames of reference by providing engaging content rooted in local contexts. Similarly, Woo, and Simmons (2008) highlight the importance of capacity development in textbook design, emphasizing the need for critical reflection on underlying assumptions and perspectives. We incorporate elements of Paulo Freire's pedagogy, particularly the exploration of life ambiguities, dilemmas, and limitations in international education, into our textbook development process. By encouraging educators to engage with complex realities and diverse viewpoints, we believe we can foster genuine capacity development and empower them to navigate the challenges of international education.

Despite a surge in Indonesian language learners, few culture-based textbooks exist to equip them with cultural understanding alongside language skills. To address this gap, the current study developed a textbook that fosters the appeal of Indonesian cultural values at the international level while honing learners' language abilities. Unlike previous studies that explored cultural integration through disparate methods, the textbook offers a comprehensive, immersive experience through engaging content and activities. This initiative responds not only to the increased demand for Indonesian language learning but also to Firdaus's (2013) call for elevating teacher frames of reference through culturally rich materials.

Recognizing the dynamic and widespread use of textbooks, along with scholarly support for incorporating culture into language learning, we have prioritized these principles in developing our Indonesian language textbooks. Further shaping our approach is the growing international recognition of the Indonesian language, which presents both exciting opportunities and real challenges due to diverse cultural backgrounds among foreign speakers. Therefore, from broad conceptual frameworks to specific empirical considerations, both are integrated into our development of this culture-based Indonesian language textbook. This focus ensures that beyond teaching the language itself, teachers can also examine the Indonesian values incorporated into its culture. As a result, this allows students to gain a deeper understanding not only of the language but also of Indonesia's vibrant cultural diversity.

Expanding upon the contributions of previous scholars who investigated various aspects of textbooks, Hutchinson and Torres (1994) offer a comprehensive perspective of their roles in language learning. Rather than viewing them solely as instructional tools, they underscore the diverse benefits textbooks offer both teachers and students. For teachers, textbooks provide a ready-made learner training vehicle, offering structure and materials, and delivering “support and relief” from resource hunting. Students, in turn, find their imaginations ignited by dynamic visuals and activities, transforming learning into a captivating exploration. Recognizing the potential of textbooks, Hutchinson and Torres (1994) argue that they can be complementary and mutually beneficial aspects of professional development.

In addition, a textbook based on the students' perspective according to Morgan and Cain (2000) is used as the preparation of the packaged culture to learn. Students will be trained to understand and take action based on the frame of the topic received. Ideologically speaking, textbooks can also support values to the students in respecting and appreciating their cultural diversity. In addition, the roles of textbooks based on the teacher's perspective are different. Menkabu and Harwood (2014) highlight that some teachers see textbooks as valuable guides, while others perceive them as restrictive or even tedious. This recognition underscores the need for adaptability. By tailoring textbooks to both students' needs and teachers' pedagogical preferences and priorities, we can create a more engaging and effective learning experience for all.

While textbooks undeniably play a valuable role in language learning, the teacher remains the central figure in the classroom. In the end, teachers are the ones who unlock the contents of the textbook and guide students to deeper understanding. Recognizing this, some scholars like Morgan and Cain (2000), as inspired by Swan (1991, p. 33), express concern when textbooks are treated as the ultimate authority or the sole framework for teaching. Hutchinson and Torres (1994) similarly view textbooks as providing a valuable overarching structure and standard, but not one that should constrain teacher creativity or engagement.

Cultural knowledge functions as a fundamental building block for successful second language learning. Drawing on their existing understanding honed through previous experiences and education, learners possess a crucial foundation of 'prior knowledge' upon which to construct their new linguistic skills (Suyitno, 2019). This pre-existing knowledge base informs not only their decision-making processes but also their intrinsic motivation to engage with the learning process. Emphasizing the crucial relationship between prior knowledge and intrinsic motivation, research by Baek et al. (2015) reveals a reciprocal and mutually reinforcing dynamic. Their findings indicate that students with richer cultural understanding demonstrate not only enhanced achievement in second language learning, particularly in the context of Chinese, but also exhibit significantly higher levels of intrinsic motivation. This bidirectional influence, where prior knowledge fosters motivation and strengthened motivation fuels further learning, underscores the pivotal role of cultural awareness in facilitating successful language acquisition.

CONCLUSION

Three conclusions can be drawn from this research findings and discussion. First, a textbook developed in this research entitled Culture-based Indonesian Language for Academic Purposes for Non-native Speakers proves suitable for university students with Indonesian language competence levels 3-4. Second, Secondly, employing Byram's model of teaching language and culture, encompassing language skills, language awareness, culture awareness, and culture experience, demonstrably enhances students' language competence. Third, integrating cultural aspects within the learning materials significantly increases students' interest in mastering foreign language skills.

AKNOWLEDGEMENTS

The authors wish to express their sincere gratitude to the Institute for Research and Community Services of Universitas Negeri Yogyakarta for funding this work through the "*Kerjasama Internasional Pascasarjana*" grant of 2020.

REFERENCES

- Afifa, L. (2020, February 20). Govt Wants Bahasa Indonesia to Be Southeast Asia's Lingua Franca. Tempo.Co. <https://en.tempo.co/read/1310171/govt-wants-bahasa-indonesia-to-be-southeast-asias-lingua-franca>
- Baek, Y., Xu, Y., Han, S., & Cho, J. (2015). Exploring effects of intrinsic motivation and prior knowledge on student achievements in game-based learning. *The Smart Computing Review*, 5(5), 368- 377. DOI: <https://doi.org/10.6029/smarterc.2015.10.001>
- Byram, M., & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching: A book for teachers*. Multilingual Matters.
- Chen, L.L. (2006) *Writing Chinese: Reshaping Chinese cultural identity*. Palgrave Macmillan.
- Dervin, F. (2015). Cultural identity, representation and othering. *The Routledge Handbook of Language and Intercultural Communication*. Routledge
- Firdaus. (2013). Indonesian language education in Australia: Politics, policies and responses. *Asian Studies Review*, 37(1), 24–41. DOI: <https://doi.org/10.1080/10357823.2012.760527>
- Holme, R. (2003). Carrying a baby in the back: Teaching with an awareness of the cultural construction of language. In M. Byram & P. Grundy (Eds.), *Context and Culture in Language Teaching and Learning*. 18–31 Multilingual Matters.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315–328. DOI: <https://doi.org/10.1093/elt/48.4.315>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023, August 8). Kemendikbudristek dorong penguatan kolaborasi ASEAN lewat program SEA Language Club SEAQIL. <https://www.kemdikbud.go.id/main/blog/2023/08/kemendikbudristek-dorong-penguatan-kolaborasi-asean-lewat-program-sea-language-club-seaqil>
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57– 78. DOI: <https://doi.org/10.1590/2176-457333606>
- Lam, W. S. E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: A case of an adolescent immigrant. *Reading Research Quarterly*, 44(4), 377–397. DOI: <https://doi.org/10.1598/rrq.44.4.5>
- Liddicoat, A. (2004). Intercultural language teaching: principles for practice. *New Zealand Language Teacher* 30, 17-24
- Morgan, C., & Cain, A. (2000). *Foreign Language and Culture Learning from a Dialogic Perspective*. Multilingual Matters Ltd.
- Murtianis, M., Andayani, A., & Rohmadi, M. (2019). Text Book as a Java Culture Recognition Media in Indonesian Learning For Foreign Speaker (BIPA) in Sebelas Maret University. *International Journal of Educational Research Review*. 4 (3), 427-434.
- Nurlina, L., Andayani, M., Winarni, R., & Slamet, Y. (2018). Teaching Indonesian Communicative Skill Based on Culturefor Foreign Student. *Advances in Social Science, Education and Humanities Research, 5th International Conference on Community Development (AMCA)* 231. 358–361). Atlantis Press. DOI: <https://doi.org/10.2991/amca-18.2018.98>
- Pennycook, A. (2010). *Language as a local practice*. Routledge.
- Saddhono, K. (2016). Teaching Indonesian as foreign language: Development of instructional materials based Javanese culture with scientific-thematic approach. *Proceeding The 2nd International Conference on Teacher Training and Education Sebelas Maret University*, 2(1), 583–593.
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a Critical discourse analysis. *Intercultural Education*, 30(4), 383–397. DOI: <https://doi.org/10.1080/14675986.2019.1548102>
- Suyitno, I., Pratiwi, Y., Roekhan, R., & Martutik, M. (2019). How prior knowledge, prospect, and learning behaviour determine learning outcomes of bipa students? *Jurnal Cakrawala Pendidikan*, 38(3), 499–510. DOI: <https://doi.org/10.21831/cp.v38i3.27045>

- Woo, Y. Y. J., & Simmons, J. A. (2008). Paved with good intentions: Images of textbook development in Afghanistan. *Asia Pacific Journal of Education*, 28(3), 291–304. DOI: <https://doi.org/10.1080/02188790802267464>
- Zuchdi, D. & Nurhadi, N. (2019). Culture based teaching and learning for Indonesian as a foreign language in Yogyakarta. *Jurnal Cakrawala Pendidikan*, 38(3), 465-476. DOI: <https://doi.org/10.21831/cp.v38i3.26297>.